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ABSTRACT

The Preschool Interest Inventory (PSII) has been developed to meet the need for an informal measure of the interests, play behaviors, and communication skills of young children between the ages of 2 and 6 years, particularly those exhibiting delays in language development. The first step in the Inventory process is the Caregiver Interview. In the second step, two 10-minute observations of the child interacting in a freeplay setting are recorded with emphasis on levels and types of play, peer and adult interactions, attending skills, and communication abilities. Individual interests and possible reinforcers are identified for future use in teaching situations. Attending skills are observed with emphasis on eye contact, duration of on-task behavior, and activity level. Additional structured, teacher-directed observations of the child in an individual one-on-one situation and in a small group setting are recommended to gain data on how structure and the intervention of staff affect various dimensions of children's behavior. For use in observations, specific items related to play levels are provided in a suggested list of common preschool play materials and activities. The concluding step, writing a narrative summary, results in a general impression and an interpretation of the child's preferences and behaviors in a variety of play settings, which should prove useful in formulating instructional program objectives. (RH)

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THE PRESCHOOL INTEREST INVENTORY

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THE PRESCHOOL INTEREST INVENTORY

The Preschool Interest Inventory (PSII) has been developed out of the need for an informal measure of the interests, play behaviors and communication skills of young children between the ages of two and six years; particularly those exhibiting delays in language development. Many interest inventories are designed for older children and require a verbal response on the part of the child to complete, excluding a large portion of the younger language delayed population. Since children in this age range find it difficult to respond to the typical question and answer inventories, an alternative procedure needed to be developed. Unique to the PSII is the utilization of the Caregiver Interview and direct observation to determine specific preferences, interests, and play behaviors exhibited by the child in varied freeplay and structured play settings. Direct observation of the child at play allows for a wider range of response as well as broader range of input for this age group.

The PSII is intended to provide the educator working with the child the opportunity to obtain information regarding interests, play behaviors and communication abilities. Uitilization of this information will help establish a rapport between staff and child and help determine appropriate methods of social reinforcement, motivators for learning and the design of individual education porgrams (IEP). Interpretation and discussion of the information gathered from the PSII with parents and other staff (aides, paraprofessionals and therapists), is also valuable in the formulation of a comprehensive perspective of the child.

The PSII is designed for flexibility and ease in administration, taking into account the variations in the attention spans of preschool children. Adaptations can be made for specific special populations. The educator may choose to administer any or all of the various components of the Inventory within as few or many sessions needed.

The first step in the Inventory process is the Caregiver Interview. The interview is administered by the educator, student, etc., through casual conversation and discussion with the primary caregiver regarding the child's play behaviors, communication skills and interests within the home environment. This allows the educator the opportunity to elicit information from the caregiver which will be beneficial in establishing a rapport, as well as deciding on which toys, play settings and peer interactions will be of interest to the child.

Following the Caregiver Interview, two ten minute observations of the child interacting within a freeplay setting are recorded with emphasis on levels and types of play, peer and adult interactions, attending skills and communication abilities. Individual interests and possible reinforcers are identified for future use in the

the 1:1 teaching situation. Attending skills are observed with emphasis on eye contact, duration of on-task behavior and activity level.

A structured, teacher directed observation of the child within an individual 1:1 situation and a small group setting is recommended in addition to the freeplay observation, in order to observe how both structure and the intervention of staff effect the play, interest level, attending skills and communication skills of the child. Specific items related to play levels are provided in a suggested list of play materials and activities common to the preschool environment and to be used within these observations.

The narrative summary of the PSII is based on information gathered through the Caregiver interview, freeplay observations, small group and 1:1 teacher directed activities. The summary provides a general impression and an interpretation of the childs preferences and behaviors in a variety of play settings in regards to play levels and types, interactions with peers and adults, attending skills, communication skills and child interests and reinforcement. Knowledge of the play behaviors and social interaction skills of the child can allow the observer the opportunity to identify objectives to work on within the educational program.

MR/SSW

PRESCHOOL INTEREST INVENTORY - GOALS

*** To give the interviewer the opportunity to become acquainted with the child's primary caregiver.

*** To provide an informal sample of the way in which the child interacts and communicates his/her needs within the home and school environments.

*** To give an informal assessment of communication and attending skills.

*** To assess the quality of peer and adult interaction.

*** To assist in the identification of play levels and types that the child prefers.

*** To help determine methods of social reinforcement and possible motivators for learning that will be useful in providing educational programming for the child.

*** To provide the interviewer with information specific to the child which can be shared among other staff to develop a common perspective of the child's abilities.

MR/SSW

CAREGIVER INTERVIEW GOALS

*** To allow the interviewer an opportunity to become acquainted with the child's primary caregivers.

*** To allow the caregiver an opportunity to provide information about the child's interests, preferences and abilities.

*** To provide insight into the child's behavior at home; activity level, attention seeking methods and ability to listen to and follow directions.

*** To identify the quality of the child's peer and adult interactions.

*** To provide the interviewer with insight into the methods of discipline utilized by the caregiver.

*** To identify any fears or dislikes the child may exhibit.

*** To provide the interviewer with insight as to the caregiver's future hopes, dreams and expectations for the child.

MR/SSW

GUIDELINES FOR ADMINISTERING THE PRESCHOOL INTEREST INVENTORY

Administration of the Inventory begins with the interviewer becoming familiar with the various components of the assessment tool and the specific goals as outlined in each area of observation. The interviewer needs to be comfortable with the definitions and descriptions contained in Tables 1-4 as reference in carrying out the Interview with the caregiver, as well as in recording information gained within the observational components of the Inventory.

CAREGIVER INTERVIEW GUIDELINES

Initially, the interviewer should explain the goals and components of the Preschool Interest Inventory to the caregiver. The value of gaining information about the child's abilities and interests, and the subsequent use of the information within the educational setting should also be explained. Responses to the interview are elicited through casual conversation and discussion with the caregiver and should be recorded on the interview form, either during or after the interview. The interviewer may opt to use a tape recorder as an initial means for recording responses which can be transferred to the forms at a later time.

Prior to administration, the interviewer should become familiar with the specific questions on the interview, so as to provide explanations and examples when necessary. Care should be taken to elicit more descriptive replies as well as to go beyond simple yes and no responses to questions; encouraging an understanding of the caregiver's perception of the child's interests, preferences and abilities. Information gained in this initial phase of the Inventory should allow the interviewer the opportunity to identify specific toys, play settings, and reinforcements that will be beneficial in establishing a rapport with the child and in administering the remaining observational components of the Inventory.

PRESCHOOL INTEREST INVENTORY - CAREGIVER INTERVIEW

STUDENT NAME: _____ CAREGIVER INTERVIEWED: _____

DATE OF BIRTH: _____ AGE: _____ RELATIONSHIP TO CHILD: _____

SCHOOL PROGRAM: _____ INTERVIEWER: _____ DATE: _____

The responses to these questions are to be elicited through informal discussion with parents, grandparents, teachers or other primary caregivers.

What types of toys, games, etc., does your child enjoy playing with?

Does your child seem to play appropriately with toys?

Does your child display a preference for certain:

Foods: Animals:

TV Programs: Music:

Places: Activities:

People:

Does your child enjoy playing alone? with other children? with adults?

Would you say your child has favorite siblings? peers? adult friends? relatives?

How does your child respond when you become involved in his or her play?

How long will your child stay with an activity when: playing alone? playing with other children? playing with an adult?

What is the activity level of your child while involved in play? at other times?

Which of the following describe the level of play interaction you see in your child? Can you provide examples?

1. Watches anything of momentary interest, but not playing.

2. Watches other children play, but does not enter into the play.

3. Plays independently and makes no effort to join the play of peers.

4. Plays beside rather than with other children, but with similar toys.

5. Plays within a group of children, occasionally interacting with others.

6. Plays games such as house, gas station, doctor, etc., with other children cooperatively.

How does your child communicate when playing with peers, adults, etc.?

Does your child use sounds, gestures or words to communicate with others? Please describe. If your child uses words, how many words form a phrase?

Do you feel your child is able to understand and follow directions?

Does your child understand more than he or she can express?

When talking to your child, are you able to establish eye contact?

What kind of situations allow your child to express himself or herself the best?

Are there any specific toys, foods, situations or people that your child dislikes or fears? Please describe.

What is your child's response to new situations, people and environments?

Are you aware of any particular sources of frustration for your child?

How does your child express emotion to you? to others? (Success, happiness, frustration, anger, jealousy, etc.)?

How does your child seek attention? What happens if attention does not follow? To what degree does your child need attention?

How does your child respond to discipline? Are there any special methods of behavior control you have found to be most effective?

Do you have any additional comments that would be beneficial in getting to know your child?

If you met a friend that you haven't seen for a long time, how would you describe your child to them?

Do you have any special hopes, dreams or expectations for your child?

ADDITIONAL COMMENTS:

FREEPLAY OBSERVATION GOALS

*** To provide direct observation of the child's:

- play levels and play types
- quality of peer and adult interactions
- attending skills
- communication skills
- possible interests and reinforcement

*** To provide a list of preferred activities that can be used as reinforcers for educational programming.

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FREEPLAY OBSERVATION GUIDELINES

The freeplay observations are carried out during a time of free choice; when adult intervention or participation in play is minimal. In order to gain as much information as possible, at least two observations, of ten minutes duration, are suggested. It will also be helpful to complete the observations on two separate occasions. This will provide a wider range of possible responses based on differing circumstances such as: peers who are available for interaction, moods of the children, or differences in available equipment (playground vs classroom).

Observers should incorporate the information within Tables 1-4 so as to record specific observations of the child in relation to play levels and types, the functional use of objects, peer and adult interactions and the child's communication skills within the freeplay setting. Observations are recorded on the form in the appropriate section. The forms provided are meant to be working forms on which the observer takes notes, describes the child's actions, etc.

After the observations have been completed, they are analyzed for specific play behaviors, reinforcers, attending skills and communication skills. This information will be used as part of a narrative summary at the completion of the Inventory. Individual interests and possible reinforcers are identified for future use in the 1:1 teaching situation.

MR/SSW

PRESCHOOL INTEREST INVENTORY - FREEPLAY OBSERVATION

STUDENT NAME: _____ OBSERVATION DATES: _____

DATE OF BIRTH: _____ AGE: _____ OBSERVATION LENGTH: _____

SCHOOL PROGRAM: _____ OBSERVER: _____

LEVELS/TYPES OF PLAY Unoccupied/Onlooker/Solitary Parallel/Associative/Cooperative (Table 1) Physical/Manipulative Relational/Pretend Dramatic/Sociodramatic/Games (Table 2) Functional Use of Objects	
PEERS/ADULTS INVOLVED	
ATTENDING SKILLS Eye Contact/Duration/Activity Level/Direction Following (Table 3)	
COMMUNICATION SKILLS Receptive/Expressive Language Language Sample Peer/Adult Interaction (Table 3)	
POSSIBLE REINFORCERS (Table 4)	
ADDITIONAL COMMENTS:	MR/SSW

SMALL GROUP OBSERVATION GOALS

*** To observe the play levels and types of play exhibited by the child in a structured, adult-directed small group activity.

*** To observe the child's peer interactions in a structured, adult-directed small group activity.

*** To identify possible interests, reinforcers and teaching strategies to be used in educational programming.

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SMALL GROUP OBSERVATION GUIDELINES

This portion of the Inventory consists of one observation of the child in a structured, adult directed play setting, where the adult is readily available to redirect inappropriate actions as well as to reinforce and model appropriate behaviors. As with the freeplay observations, the observer must be familiar with the various definitions for play behaviors, communication and attending skills, teaching strategies, and reinforcers contained in Tables 1-4. In addition, the observer will want to refer to Table 5 for a description of suggested small group teaching activities.

Observations are recorded on the form in the appropriate section. After the observation has been completed, it is analyzed for specific play behaviors, reinforcers, communication and attending skills, and response to various teaching techniques. This information will be used as part of a narrative summary at the completion of the Inventory.

PRESCHOOL INTEREST INVENTORY - SMALL GROUP OBSERVATION

STUDENT NAME: _____ OBSERVATION DATE: ___

DATE OF BIRTH: _____ AGE: _____ OBSERVATION LENGTH: _

SCHOOL PROGRAM: _____ OBSERVER: _____

DESCRIPTION OF ACTIVITY:
(TABLE 5)

SUMMARY:

LEVELS/TYPES OF PLAY

ATTENDING SKILLS

COMMUNICATION SKILLS

INTERESTS/REINFORCERS

ADDITIONAL COMMENTS:

1:1 TEACHER DIRECTED ACTIVITY GOALS

*** To provide the opportunity to test a variety of reinforcers in a structured, 1:1 adult-directed activity.

*** To observe the child's response to a variety of learning activities.

*** To provide the interviewer the opportunity to validate information gained within the Caregiver Interview, freeplay observations and the small group learning activity.

*** To observe the child's ability to make the transition from one type of activity to another.

*** To determine methods of teaching and reinforcement appropriate to the child.

1:1 TEACHER DIRECTED ACTIVITY GUIDELINES

This observation is conducted in a 1:1 teaching situation with the child. Information that has been gathered thus far is pulled together and utilized in a structured play setting. The observer should plan to record the child's response to a variety of learning activities as well as to evaluate the preferences, interests, play behaviors, communication skills, attending skills, response to teaching strategies, and ability to transition from one activity to another.

A list of suggested materials to be used in this observation has been provided on the observation worksheet. These materials have been suggested since each can provide for a different amount of needed structure and activity level. Before beginning the observation, the observer should fill out the worksheet with a specific list of reinforcers to be tried and a general description of the setting and the activities that will be carried out.

EXAMPLE: Description of Activity: The observation took place in the book corner where distractions are minimal. The child's abilities required that materials from the household center (doll, dishes, clothing) be brought to the quieter book corner.....

Reinforcers to be tried: EDIBLE: cereal, raisins, goldfish
ACTIVITY: bubbles, matchbox car

All necessary materials should be gathered together for all three of the play situations before beginning the observation. The three situations should be presented to the child consecutively; one immediately following the other. The child (if appropriate) should be given a choice as to which activity he/she would like to engage in first, second and last. This should be noted on the Inventory worksheet, along with the child's interest in each activity, their ability to transition to activities, their reaction to reinforcement and teaching strategies and their attending and communication skills. Each activity should last approximately three minutes, although the time will vary according to the needs and abilities of the child.

The teacher directed activity should incorporate the various teaching techniques defined in Table 4, in order to encourage the child's interaction with the learning materials. Knowledge and utilization of these techniques allow the teacher to determine the level at which the child will benefit from these strategies in attending, performance and future learning.

PRESCHOOL INTEREST INVENTORY - 1:1 ADULT/CHILD OBSERVATION

STUDENT NAME: _____ OBSERVATION DATE: _____

DATE OF BIRTH: _____ AGE: _____ OBSERVATION LENGTH: _____

SCHOOL PROGRAM: _____ OBSERVER: _____

MATERIALS SUGGESTED: BLOCKS, ART PAPER/CRAYONS, HOUSEHOLD AREA WITH PLAY MATERIALS

DESCRIPTION OF ACTIVITIES:

REINFORCERS TO BE TRIED/CHILD'S RESPONSE TO REINFORCERS:

SOCIAL: EDIBLE:

PHYSICAL: OTHER TANGIBLE:

ACTIVITY:

CHILD'S RESPONSE TO ACTIVITIES:

BLOCKS:

PAPER/CRAYONS:

HOUSEHOLD PLAY:

COMMENTS:

CHILD'S RESPONSE TO TEACHING TECHNIQUES:

ADDITIONAL COMMENTS:

SUMMARY GUIDELINES

This final portion of the Preschool Interest Inventory is a narrative summary of all of the information gathered from the Caregiver Interview, Freeplay observations, small group observation and the 1:1 teacher directed activity. Results are summarized and recorded on the form in the appropriate sections.

Utilization of the information from the Inventory will be helpful in establishing a rapport between staff and child. Determination of appropriate methods of social reinforcement, motivators for learning, teaching strategies and objectives for educational programming can also be identified. Interpretation and discussion of the information with parents and other staff (aides, paraprofessionals, students, and therapists), is also valuable in the formulation of a comprehensive perspective of the child. Knowledge of play behaviors and social interaction skills of the child can allow the observer the opportunity to identify specific play oriented objectives to work on within the program. Portions of the Inventory can be re-administered at various points in the school year in order to provide additional observation of child development and progress.

PRESCHOOL INTEREST INVENTORY - SUMMARY

STUDENT NAME: _____ DATE: _____

DATE OF BIRTH: _____ AGE: _____ OBSERVER: _____

SCHOOL PROGRAM: _____

NARRATIVE SUMMARY BASED ON INFORMATION GATHERED THROUGH THE CAREGIVER INTERVIEW, FREEPLAY OBSERVATIONS, SMALL GROUP AND 1:1 TEACHER DIRECTED ACTIVITIES:

LEVELS/TYPES OF PLAY:

ATTENDING SKILLS:

COMMUNICATION SKILLS:

INTERESTS/REINFORCERS:

TEACHING TECHNIQUES:

ADDITIONAL COMMENTS:

OBJECTIVES FOR PROGRAMMING

AREA:

OBJECTIVE:

PRESCHOOL INTEREST INVENTORY - TABLE 1

LEVELS OF PLAY

UNOCCUPIED BEHAVIOR: This category is characterized by a child's watching anything that happens to be of interest. She/he may for example, watch a group of children at the water table splashing, but the interest is only fleeting, ready to be substituted with other interesting activities in the class. If nothing interesting is going on, she/he may follow the teacher around, play with her/his own body, or just sit.

ONLOOKER BEHAVIOR: This play is somewhat different from the previous one because the child's interest is sustained by particular groups of children playing (rather than wandering to various things of interest). The child may talk to the children as they play, but she generally does not attempt to engage in their play.

SOLITARY PLAY: Solitary play is any play where the child plays alone with objects or materials different from those of other playing children. She/he makes no attempt to get closer to any other group of children.

PARALLEL PLAY: The child plays independently, but the activity he chooses naturally brings him/her among other children. She/he plays with toys that are like those which the children in the surrounding area are using, but she/he plays with the toy alone, not trying to influence or modify the activity of the other children nearby, playing beside rather than with the other children.

ASSOCIATIVE PLAY: The child begins to play together with other children. They may play in their preschool's housekeeping area with their dolls, or they may play in the block area with their trucks. They may follow each other or help each other in various ways. If a child chooses not to do something, she/he may leave the group without any real disruption of the group's activity. Each child essentially does what she/he wants with only slight concern for the group's interest.

COOPERATIVE PLAY: Cooperative play in children exhibits a much more sophisticated level of interaction, in which the child plays with other children who have organized the play in some way. For example, they may wish to dramatize a situation in the housekeeping area or build something together in the block area. There are common goals and divisions of labor. The organizational structure depends on each child's participation. If a child leaves the group it must reorganize.

Parten, M.B., "Social Participation Among Preschool Children." Journal of Abnormal and Social Psychology, 1932, 27, pp.243-269.

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PRESCHOOL INTEREST INVENTORY - TABLE 2

TYPES OF PLAY AND THEIR CHARACTERISTICS

PHYSICAL	- uses gross motor skills, such as running, hopping, tickling, hide and seek; - uses fine motor skills in manipulating
MANIPULATIVE	- explores single object; - moves object in space; - manipulates a part of the object or relates its parts to one another; - uses two objects in relation to one another (McCune-Nicolich, 1980).
RELATIONAL	- puts two or more objects together based on a perceptual dimension such as color; - constructs a spatial configuration at least using two objects; - connects 2 undifferentiated relational behaviors (McCune-Nicolich, 1980).
PRETEND	- uses inanimate or animate objects representationally - substitutes objects for one another; - misrepresents reality deliberately; - recreates previous experiences; - uses no fixed rules.
DRAMATIC	- imitates a role; - makes-believe with regard to objects, actions and situations; - persists.
SOCIODRAMATIC	- uses at least two players; - gives some verbal communication.
GAMES	- has rules; - shares activity; - has alternating turns and repetition.

Eagen, S. & Toole, A., Preschool Play: Observation and Intervention, BOCES, Yorktown Heights, New York 10598

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PRESCHOOL INTEREST INVENTORY - TABLE 3

DEFINITION OF TERMS

ATTENDING -the attention of either participant in an interaction is focused on the other partner or a specific task.

EYE CONTACT -the ability to maintain visual contact with another persons eyes or a specific task.

DURATION -the amount of time, during which eye contact or attention exists or lasts.

ACTIVITY LEVEL -the extent of a child's participation in and the amount of movement involved in a task or activity.

DIRECTION FOLLOWING -the ability to process a verbal or visual command, and to complete the required tasks.

COMMUNICATION-the transmission or reception of verbal or nonverbal messages.

RECEPTIVE LANGUAGE -the ability to understand language.

EXPRESSIVE LANGUAGE -the ability to express oneself through the use of gestures, words, augmentative communication systems, written language, etc.

LANGUAGE SAMPLE -direct observation of the child's everyday speech habits in which the observer writes down exactly what the child savs. The sample is then analyzed for usage of semantic and syntax rules. For the purposes of the Interest Inventory, the focus will be on the way in which the child communicates his/her needs within the home or school environment.

PEER INTERACTION -mutual or reciprocal interaction between children.

ADULT INTERACTION -mutual or reciprocal action or influence between a child and an adult.

FUNCTIONAL USE OF OBJECTS - Appropriate use of objects means the use of an item in a manner in which adults assume it should be used. This definition includes creative usage, such as using a shoe as a hammer. In general, mouthing only, banging only, and throwing only, except where they are appropriate for the items, such as spoon and ball, are considered inappropriate usage.

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POSSIBLE REINFORCERS

I. Social Reinforcers

Any type of verbal praise

II. Physical Reinforcers

Hugs
Handshakes
Kisses
Touching the cheek or face
Rubbing the child's back

III. Activity Reinforcers

Small cars or trucks
Puzzles
Paper or markers and crayons
Books
Any activity the child enjoys

IV. Edible Reinforcers

Cereal
Raisins
Candy
Cookies
Crackers
Favorite foods

V. Other Tangible Reinforcers

Stickers
Pictures to take home
Tokens
Wind up toys

TEACHING TECHNIQUES

APPROXIMATIONS: behaviors that are close to being correct. Ex:saying wa wa for water.

CHAINING: teaching small pieces of a behavior that, when all put together, completes a task. Teaching one small part. When that is learned, teaching two parts and so on until the whole job can be done.

BACKWARDS CHAINING: the same as chaining except teaching the final behavior of a task first.

CORRECTION PROCEDURE: giving the child some kind of aid to help him get the right answer after he gave the wrong one.

CUES: hints or helps. cues.

IGNORE: pay no attention to, refuse to notice, disregard.

MODELING: showing child what you want him to do. Then tell him to do what you did.

SHAPING: shaping involves using positive reinforcement to change behavior gradually. The first step is to wait until the child's behavior somewhat approximates the behavior to be learned or to prompt such behavior and give the child a reinforcer.

REINFORCER: a reward or anything that causes a behavior to happen more often.

PROMPTS: to give help or support.
PHYSICAL PROMPT: help by holding or guiding hand or any part of the body.
VERBAL PROMPT: helping by giving spoken hints or directions.
VISUAL PROMPT: helping by giving a cue or hint you can see.

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SUGGESTED SMALL GROUP TEACHING ACTIVITIES

ACTIVITY: Playdoh

GROUP SIZE: 3-5 children

LOCATION: seated at a table

TIME: 10 minutes

PURPOSE: to present a structured, small group play activity.

SEQUENCE:

1. Gather together the materials you will need: 2 rolling pins, 2 cookie cutters, 2 popsicle sticks, 2 other appropriate toys. *
2. Give a small amount of playdoh to each child. Allow time for the children to explore the playdoh before presenting any toys.
3. Place the toys in the middle of the table and let the children choose what they want to play with.
4. The teacher's role in this situation is to provide guidance.

* Please limit the amount of toys available so as to encourage cooperative play and sharing.

ACTIVITY: Sand play

GROUP SIZE: 3-5 children

LOCATION: sandbox or sand table

TIME: 10 minutes

PURPOSE: to present a structured, small group play activity.

SEQUENCE: Gather together the following toys: 1 spoon, 1 bowl, 2 cups, 1 plastic bottle, 1 or 2 small cars. *

1. Allow the children time to explore the sand without any toys.
2. Place the toys in the sandbox and let the children choose what they want to play with.
3. The teacher's role in this situation is to provide guidance.

* Please limit the amount of toys available so as to encourage sharing and cooperative play.

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ORDER FORM

THE PRESCHOOL INTEREST INVENTORY

The Preschool Interest Inventory is an informal assessment tool incorporating a Caregiver Interview, freeplay observations, small group and 1:1 teaching observations. Summary and interpretation of the observations provide valuable input in determining play skills, communication skills, specific interests and reinforcements useful in establishing a working rapport with the child in order to enhance learning.

To order complete copies of the Preschool Interest Inventory, please fill in the attached form and return it with your check made payable to:

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